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# The Essence of Foreign Approaches to the Upbringing of Children in the Family Based on National Values and Traditions

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**Annotation**: a study based on family lifestyle customs and rituals and a comparative study of the issue as a child's socialization with a study of folk pedagogy or children's folklore, a study in the context of a study of national character.

**Keywords:** family lifestyle, socialization, socialization, childhood culture, ethnic upbringing, upbringing.

The study of the problem of interpretation of foreign sources in the upbringing of children in the family on the basis of national values and traditions is also important for the science of pedagogy. In his place, the well-known scientist I. S. As Con rightly points out: "Without knowing how a particular nation raises its children, it is impossible to understand the way of life of that nation, the features of its social history."

A lot of research has been done on the problem being studied by foreign researchers, and various ideas and views have been put forward. Various theoretical and methodological approaches to the issue have been used in these studies.

**The first approach is to study the issue on the basis of family lifestyle customs and rituals.**

By the nineteenth century, cultural anthropology and sociology, which studied the national and cultural characteristics of different peoples in the social sciences of the Western world, had become special disciplines. These sciences began to study peoples belonging to "other" cultures. Preliminary historical and ethnographic research has described the subject only through the study of the norms of behavior and family characteristics of the people under study, and there are no independent theoretical problems. Such cases include N. N. Miklukho-Maclay's research on the Admiralty Islands and Bronislaw Malinowski's research on the islands of the western Pacific can also be cited. For example, N. N. Miklukho-Maclay provides information on how a mother shakes a breastfed baby, how locals punish offenders, and so on. These studies do not address any independent theoretical issues related to childhood. Nevertheless, such studies are of great scientific importance.

**The second approach is a comparative study of the issue as children's socialization.**

First of all, it is necessary to understand the essence of the term "socialization" and clarify it. This concept has many meanings, and not all the comments and comments about it by

different authors are consistent. In general, socialization refers to "the full, complex effect of the environment on the level of the individual's participation in social life, teaching him to understand his culture, norms of behavior in society, self-determination and the performance of various social tasks." understandable.

V. M. In the book Sociology, edited by Karimova, the word "socialization" is translated as "socialization" and is interpreted as "the process by which an individual assimilates existing social norms, values and knowledge systems."

It is known that in education, first of all, it is necessary to consciously assimilate any qualities and characteristics in a person by directing various actions. Or “Education is a practical pedagogical process aimed at the formation of certain physical, mental, moral and spiritual qualities in a person; It is a set of measures taken to ensure that a person has the qualities necessary for life in society.

**The third approach is to study it as folk pedagogy or children’s folklore.**

The issue of childhood has also been studied as a feature of folk pedagogy or traditional upbringing. Folk pedagogy in a broader sense is called ethnopedagogy, which gives the content of the method of education specific to a particular ethnic group. Abroad, this field is called "Anthropology of education" and is an intermediate field of study in the center of comparative studies, ethnography, sociology and pedagogy, combining traditional methods of folk pedagogy with children's games, folklore, etc.

It is safe to say that this line began in the former USSR in the 1920s. From this period G. S. Vinogradov, O. A. Kapitsa and other Soviet folklorists and ethnographers conducted independent research on the upbringing of children, that is, they worked on the folklore aspects of child-rearing traditions. In particular, G. S. Vinogradov drew attention to the peculiarities of the "children's world" and set the task to separate and study it as an independent branch of ethnographic sciences. His interests include various aspects of children's lives: the international children's calendar, children's satirical lyrics, children's secret language of communication, children's folklore.

According to experts, ethnopedagogy can be described as a general and holistic theory and history of public education. Ethnopedagogy studies social norms, values, experiences, the process of social interaction and social influence in which an individual is educated and grows; The whole pedagogical potential that affects the historical and cultural formation of the individual, ie religious traditions, fairy tales, epics, folk songs, riddles and proverbs, games, etc., reflects the traditions of family life and community system, as well as philosophical and ethical, especially pedagogical views of the people The knowledge of the people, the knowledge of the people in the education and upbringing of children will be collected and systematized.

**The fourth approach is the study of national character in the context of research.**

The idea of linking people's methods of raising children with the formation of national character was put forward by representatives of the American School of Cultural Anthropology. The most famous anthropologist in the United States at that time was F. Boas' ideas led to the emergence of ethnopsychology as a separate subject. His main thesis was to oppose the application of general theory and general rules in the study of different peoples and tribes. "Before we try to create the laws of cultural development of all mankind, we must understand the process of development of individual cultures," the author said.

Despite the fact that research in both directions has led to significant scientific achievements, some shortcomings in theory and methodology have not been eliminated. This is due to the

fact that, first of all, in "ethnopedagogical" research, on the one hand, these studies are devoted to the pedagogical experience of a nation and are only descriptive in nature, while on the other hand, there are very few comparative studies. on the other hand, experts have often been unable to distinguish between the socio-ethical ideals and normative perceptions of a nation and its current educational practices.

Anthropologists, ethnologists and psychologists have studied the national character, emphasizing the psychological factor, while others deny the role of other factors, saying that human character is formed only as a result of upbringing. creates personality types, and they also don’t pay much attention to the impact of socio-economic factors.

In the ethnography of the 80s and 90s of the twentieth century, the study of childhood was conducted under the name of children's socialization, in which ethnographers conducted extensive research in various countries around the world, but in fact studied traditional methods of raising children. The issue of the role of children in modern society, the issue of socialization of children in the new conditions, is given less attention by ethnologists.

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